

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/349319083>

THE USE OF DRAWING IN LANGUAGE TEACHING AND LEARNING

Article · January 2015

CITATION

1

READS

553

1 author:



Mustafa Altun

Tishk International University

15 PUBLICATIONS 92 CITATIONS

SEE PROFILE

Some of the authors of this publication are also working on these related projects:



USUING TECHNOLOGY IN ELT CLASSES [View project](#)



The Use of Technology in English Language Teaching [View project](#)



THE USE OF DRAWING IN LANGUAGE TEACHING AND LEARNING

Mustafa Altun
Ishik University
Erbil- IRAQ
Mustafa.altun@ishik.edu.iq

Abstract

This article is meant to help English language teachers to teach English more effectively. Drawing objects on the board is very exciting for learners in that it allows students to easily acquaint themselves with new vocabulary and quick memorization. It would be most appropriate if the words were to be nouns, as it would allow demonstrating or drawing on the board. It is not required for a teacher to be knowledgeable in art, yet a simple drawing can have a strong effect in enabling students to store vocabulary in their minds upon sight of the picturization (visualization) of words. By asking students to comment and discuss the drawings creates an avenue of reciprocal discussion and this further pivots discourse amongst the students increasing overall classroom collaboration.

Keywords: Drawing, visual, utilization, minds, learners.

INTRODUCTION

Vocabulary is an important part of foreign language teaching and learning process. Vocabulary can be taught via drawing. Drawing objects on the board is very exciting for the learners in that it allows students to easily acquaint themselves with new vocabulary and quick memorization. For instance, let us say the teacher is teaching prepositions of place in the class. It would be most appropriate if the words were to be nouns, as it would allow demonstrating or drawing on the board. For example "Where is the cat? It is on the table". These questions or answers need to be illustrated on the board by the teachers and this can effectively be done on the board by means of pictorial illustration. It is not required for a teacher to be knowledgeable in art, yet a simple drawing can have a strong effect in enabling students to store vocabulary in their minds upon sight of the picturization (visualization) of words. All teachers possess the aim of teaching to students in a coherent manner. For this reason, teachers makes use of numerous materials and tools such as the use of worksheets, crosswords, the change of tone and manner, in order to present knowledge in an accessible manner. Further to this, as it is evident that not all language teachers possess native proficiency, the utilization of drawing techniques would surely simplify the teachers task. It should also be noted that though one may make the comment that drawing may be a simple matter and not worth the effort in teaching vocabulary, irrefutably the effort put in by the teacher in this practice may certainly promote and hearten the students desire in learning provided vocabulary; as well as increasing a students' respect towards their teacher. In general, it is certain that all students who are English second language learners would retain certain memories from throughout their course experience. The strive to pass on vocabulary to students who speak a different language from the medium of instruction given, two persons who are at least initially foreign to each other, would create a portrait of memories unforgettable by both parties by the fun filled experience created by this drawing practice.

LITERATURE REVIEW

Drawing usually works very well in the class and learners like drawing during practicing each other. Rather than providing various words from different fields, it is much better to focus on one group of words. "It is often good to have the words center on a theme, like animals, occupations or weather. One reason is that it focuses students' attention on words that are related thematically' (Hendricks, 2015, p.39). Vocabulary lessons



especially provide a good opportunity to use drawing in language classes. Placing all words on the right corner of the board and kitchen objects on the left corner, and making learners match them is a useful vocabulary activity which can be conducted in language classes. Through this activity learners will remember the words and their meanings with ease. The use of simple drawing techniques allow learners to master foreign language in an enjoyable way. 'Speed drawing was a fun and successful way to help them practice asking questions and using targeted vocabulary' (Hendricks,2015, p,38) Giving extra information about an unknown word for some students may be boring. Of course, it may be a good way to teach new vocabulary but for some students drawing on the board would increase their attention. Teachers should at least know how to draw simply. Teachers must believe that during lessons sometimes drawing absorbs attention of students to follow the teachers because he/she is creating/drawing something interesting. 'The drawings serve as tools for remembering; while the discussion around the drawings helps the children retrieve their memories from the drawings. My guidance of the discussion aims to elevate and extend the children's thinking' (Brooks, 2003,p.4). As the teacher draws upon the board, this cultivates student focus as it minimizes class noise and increases student attention in aiming to comprehend the meaning of the text. As it is presented as a puzzle waiting for its audience to decipher its meaning, consciously positions the students in a manner of great interest and desire within the class. 'The activity of drawing also offers pupils a chance to speak: they can make comments on each other's picture, ask questions about details (e.g. why has it got four hands, can your monster speak etc.). The teacher should encourage them to do so' (Joklová, 2009, p.42). Whilst presenting the images to students, the teacher creates a platform for student discourse. By asking students to comment and discuss creates an avenue of reciprocal discussion with the use of the 5 "W's";(why, where, who, what, when, how) and this further pivots discourse amongst the students increasing overall classroom collaboration. Some learners hesitate drawing in the class on the board or smart board. They think their friends will laugh their works. Not only English language teachers but also physics, chemistry, biology teachers use drawing to express themselves. A biology teacher at a school that serves a large population of English Language Learners found that though students may not be able to articulate science concepts they are learning, they are often able to demonstrate their understanding through drawings. ("Art as a Tool for Teachers",2010). The demonstration is using tools equipment in front of the students in the laboratories trying to teach by the teacher. Some schools don't possess laboratories therefore the use of drawing is irrefutably an effective way to teach all subjects. 'For instance, adults and teachers can use the scribbling made by children to determine whether a child is happy, sad, healthy, or anxious' (anim, 2012, p.14). In this perspective, the use of teaching devices such as paintings, maps, slides, film strips, animated movies, flash cards, plates etc are all just some of the effective methods in pivoting students to imagine and understand quickly. Students use observation skills when they are drawing, and this can help to motivate students who might otherwise remain quiet or need more time to process information. ("Art as a Tool for Teachers",2010). While drawing, if we are able to attract the focus of students towards the board, this will position students in a manner in which they are inclined to participate in their lessons, and by linking the word with its counterpart drawing will fortify it within their minds. By integrating the arts and art-making into English language teaching and learning, students will develop and deepen their understanding of their own and others' human experience. ("Art as a Tool for Teachers",2010).

CONCLUSION

Teaching vocabulary is an important part of English language teaching and can be accomplished via drawing. This practice is a technique which helps students cultivate their capacities to imagine and visualize in their minds, allowing for quicker learning. Teachers should acknowledge that drawing encourages students to develop focus towards lessons and increases teacher attractiveness. Drawing also enhances student discourse. By means of the continuous discourse of asking each other questions, it is highly evident that students naturally improve their daily conversation. Traditional methods in the modern era may now be archaic and obsolete for use in classroom settings, but the use of drawing remains ever so practical.

WJEIS's Note: This article was presented at 4th World Conference on Educational and Instructional Studies-WCEIS, 05-07 November, 2015, Antalya-Turkey and was selected for publication for Volume 5 Number 4 of WJEIS 2015 by WJEIS Scientific Committee.



REFERENCES

Hendricks, S. (2015). Speed drawing for vocabulary retention. Retrieved on September 14 from http://americanenglish.state.gov/files/ae/resource_files/53_1_teaching_techniques_speed_drawing_vocabulary_retention.pdf

Brooks, M. (2003). Drawing to learn. Beyond the journal: young children on the web. Retrieved on 12 September from <http://www.naeyc.org/files/yc/file/200309/DrawingtoLearn.pdf>

Anim, J.O. (2012). The role of drawing in promoting the children's communication in Early Childhood Education. Master thesis. University of Malta.

Joklová, K.(2009). Using pictures in teaching vocabulary. Bachelor's thesis. University of Masaryk.

Art as a Tool for Teachers of English language learners. (2010). Retrieved from <http://www.p12.nysed.gov/biling/>